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ABSTRACT

This publication is a guide to assessing the subject-matter competence of prospective physical education teachers in California. The guide was developed as part of a statewide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and executive order, which are the basis for the guide, and the conference that developed the guide. The opening section lists premises for assessment and addresses each in detail, covering unity of purpose among the diversity of programs, multiple measures, and the assessment design (process, features, scheduling, and fairness to students). The next section establishes two categories of competence--first, generic competencies that are fundamental to all disciplines and, second, 26 competencies that are specific to physical education. The third section, on sources of assessment information, provides general guidelines and methods of assessment information gathering, including coursework, interviews, portfolios, testing, capstone courses, academic transcripts, and letters of recommendation. Three model assessment formats representing different approaches to measuring and assessing competencies are presented in the fourth section. The final section treats recommendations related to resource and administrative issues. Two appendixes contain additional information on interviews and course requirements. (JB)

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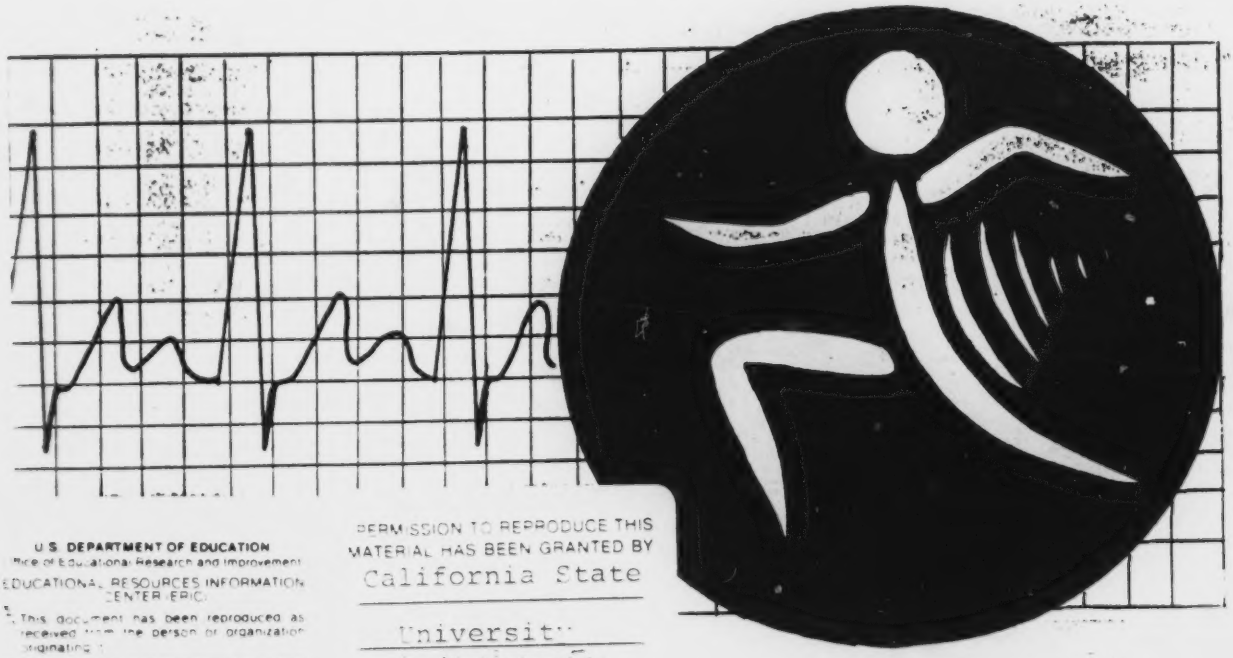
RESOURCE GUIDE:

SUBJECT MATTER ASSESSMENT OF PROSPECTIVE PHYSICAL EDUCATION TEACHERS



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RESOURCE GUIDE

SUBJECT MATTER ASSESSMENT

OF PROSPECTIVE

PHYSICAL EDUCATION TEACHERS

Report of the California State University Workgroup
on Assessment of Prospective Physical Education Teachers

Chaired by
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Workgroup Meeting
Subject Matter Assessment Project, Physical Education
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TABLE OF CONTENTS

Page

INTRODUCTION 1

ASSESSMENT IN PHYSICAL EDUCATION 3

I. Unity of Purpose/Diversity of Programs 3

II. Multiple Measures 4

III. Assessment Design 4

A. Process 4

B. Features 5

C. Scheduling 5

D. Fairness to Students 6

AREAS OF COMPETENCE 7

I. Generic Competencies 7

A. Understandings 7

B. Skills 8

C. Values and Attitudes 9

II. Physical Education Competencies 9

SOURCES OF ASSESSMENT INFORMATION 11

I. General Guidelines 11

A. Assessment Criteria and Evaluation Procedures 11

B. Formative and Diagnostic Assessment Recommendations 11

C. Assessment Procedure Evaluation 11

D. Assessment Procedures for Evaluators 11

E. Assessment Validation Process 11

II. Methods of Assessment Information Gathering 12

A. Course Work 12

B. Interviews 12

C. Portfolios 13

D. Tests 14

E. Capstone Courses 15

F. Additional Assessment Information Sources 16

Models for Competency Assessment 17

Model #1 18

Model #2 19

Model #3 20

Recommendations Related to Resource and Administrative Issues 23
I. Development 23
II. Possible Sources of Program Support 23
III. Implementation 24
Selected References 25
APPENDIX A 26
APPENDIX B 27

INTRODUCTION

The California State University System (CSU) annually recommends for credentials about 10% of the nation's new teachers. In recognition of its responsibility to assure that these new professionals are competent, the CSU Board of Trustees, in September 1985, adopted Title 5 regulations related to entry and exit standards for those who wish to become teachers.

Executive Order 476, designed to implement the new Title 5 regulations, was issued on March 1, 1986. One provision of the executive order requires that prospective teaching credential candidates demonstrate subject matter competence through a distinct assessment process prior to being recommended for entrance into student teaching. Executive Order 476 further states that it is the responsibility of the various disciplines offering waiver programs (the academic "major" for those wishing to become teachers) to provide for the assessment and to certify subject matter competence.

> The department or program for single-subject or multiple-subjects waiver programs shall certify prior to admission of a student to student teaching, that the student has mastery of the subject matter appropriate to the credential objective and is prepared for student teaching. This responsibility extends to assessing the competence in subject matter, not only of students in the waiver program on the campus, but also of those candidates who have completed the waiver program elsewhere or who have passed the the National Teacher Examination (NTE). The appropriate departments or programs shall establish criteria and procedures for the certification of subject matter competence of the candidate. These departments and programs should maintain close communication with the School/College of Education as they develop procedures (Executive Order 476).

Certifying the subject matter competence of those students who apply for a teaching credential will help assure policy makers and the public that future teachers are appropriately grounded in subject matter. This subject matter competence, coupled with pedagogically appropriate practices, will help assure the quality of instruction in the public schools.

Recognizing that CSU campuses might need guidelines in the development of the content and process of assessing subject matter competence, the statewide Academic Senate requested that the Chancellor's Office hold a series of conferences designed to develop a resource guide to help facilitate the implementation of Executive Order 476. The development of resource guides was discussed and the concept was supported by the CSU Vice Presidents for Academic Affairs.

On May 10, 11, and 12, 1990 representatives from throughout the state met for a three-day conference to define selected principles of subject matter assessment, potential sources of assessment information, possible processes to be used in assessing competence, and sample generic as well as subject matter specific competencies associated with physical education programs. The conference participants included CSU physical education department faculty and administrators, a public school physical education teacher and representatives from the Chancellor's Office, the Office of the Commission on Teacher Credentialing, and the California Department of Education. A second meeting was held on October 7, 1990 in Sacramento to review the document.

The participants in the conference understood that each campus is unique and that specific physical education programs vary from campus to campus. However, the committee also recognized a need for a degree of subject matter consistency among those subject matter programs that prepare physical education teachers in California. The workgroup that developed

this document hopes it will serve both purposes; that without being prescriptive, it will serve as a resource guide to lend some statewide consistency to physical education programs, and that it will allow individual campuses to develop unique responses to the implementation of Executive Order 476 and new CTC standards. Specifically, it is the hope of the workgroup that each campus will move forward to:

- assess and assure subject matter competence in physical education;
- refine campus-based subject matter assessment processes using this resource, campus experience, and the resources of public school personnel;
- identify, implement, and evaluate pilot assessment models;
- refine pilot models and institutionalize assessment processes;
- provide ongoing evaluation of the results obtained from assessment models and fine tune curricula based on the results of evaluation.

The physical education workgroup relied heavily on the earlier efforts of the Liberal Studies Group, and the English, art , and music subject matter specialists, . The workshop format and some specific aspects of their reports were utilized. These included selections of Resource Guide: Subject Matter Assessment of Prospective Elementary School Teachers, Subject Matter Assessment of Prospective English Teachers, Subject Matter Assessment of Prospective Art Teachers, and Subject Matter Assessment of Prospective Music Teachers. This workgroup is indebted to the formulators of those reports and to Jan Mendelsohn, Associate Dean for Academic Affairs in the CSU Chancellor's Office, for their guidance in the planning and implementation of this process.

On November 30, 1990 a meeting was held in conjunction with the California Association for Health, Physical Education, Recreation, and Dance Regional/Southern District Conference to disseminate the report to CSU campus representatives engaged in the delivery of Physical Education programs. The conference also provided the opportunity for campus representatives to share successes and common concerns.

ASSESSMENT IN PHYSICAL EDUCATION

Assessment as an ongoing (formative and summative) process to assure subject matter competence for those who wish to become teachers is an important aspect of securing quality in public education. A number of premises provided the basis for the three-day work session from which this report resulted. These premises were:

- *a competence document can address a common core of content competencies across CSU physical education programs, while at the same time allowing for diverse approaches to development of these competencies;*
- *a core of competencies can be developed that will apply to credential program candidates who complete a waiver program and are assessed for subject matter competence at their home campus or another and for those who have not completed an undergraduate degree with a major in physical education (i.e., NTE, out-of-state applicants);*
- *students can be assessed accurately for subject matter competence, so that they need take only those additional courses that cover deficiencies;*
- *the key elements of effective assessment processes can be identified;*
- *the importance of multiple measures of subject matter competence and multiple points of assessment can be reflected effectively within a single document;*
- *the ultimate effectiveness of assessment programs will bear a direct relationship to the level at which they are supported by university resources;*
- *current theory generates both generic and discipline-specific competencies appropriate for those who plan to become physical education teachers.*

This report attempts to address each of the premises identified above.

I. Unity of Purpose/Diversity of Programs

Since physical education students from many CSU campuses seek the same certification, a State of California Single Subject Credential in Physical Education, common competencies for assessment across campuses is needed. In this context, all programs can share a common purpose. In recognition that this purpose can be accomplished in a variety of ways, diversity of both programs and means of assessment are to be encouraged. At the same time, core areas of subject matter competencies can be identified:

A. Areas of competence include performance abilities and knowledge common to all programs which are generally thought to be essential to teaching in public schools. A suggested set of discipline-specific and generic competencies for physical education programs is presented on pages 7-10 of this report. Additional competencies may be required by an individual campus.

B. The knowledge and skills needed by a teacher are not limited to those which can be easily taught or easily measured. Concepts and processes associated with assessing subject matter competence, by their nature, are esoteric. Physical education should reflect the belief that the best education teaches one how to learn and, in addition, should make clear that some concepts worth knowing cannot necessarily be

assessed directly. Therefore, faculty must communicate to students that self assessment is a lifelong process. Thus the subject matter assessment process itself should encourage and reinforce lifelong learning. It should not be based on static notions of truth.

II. Multiple Measures

In order to assess fully the range of subject matter competence held by an individual, it is necessary to use a variety of measures and to assess competence at varying points of a student's academic career. "Paper and pencil" tests are useful for many purposes, but need to be placed in proper balance with other means that can be utilized to assess competence, such as oral presentations, observed performances, and other less traditional means of determining whether an individual possesses and is able to utilize knowledge. Multiple measures of competence, appropriately spaced through a learner's career, will provide assurance that competencies as well as deficiencies are identified early in order to structure activities that will ultimately lead to a full range of competencies. Full implementation of assessment processes utilizing multiple measures of competence will help assure that only qualified candidates progress toward teaching careers in physical education.

It is the conviction of those who participated in the development of this report that the assessment of competence is an all-campus responsibility throughout the student's university experience. The most useful assessment processes will be ongoing and function as diagnostic as well as evaluative tools which guide the student toward achievement of competence. A final subject matter assessment of competence should occur just prior to entrance into a professional preparation program or just prior to student teaching. Since student learning crosses disciplinary boundaries, so must assessment processes.

It is recommended that all who apply for teaching credentials in California be assessed for subject matter competency, including individuals who elect to take the National Teacher Examination (NTE).

III. Assessment Design

A. Process

Following are suggestions to guide CSU faculty members in developing assessment programs:

- *Within agreed-upon guidelines, authority and responsibility for assessment design and implementation should be the prerogative of the individual CSU campus, with primary responsibility within the purview of the physical education faculty.*

- *Subject matter competence should be assessed by physical education faculty rather than the Legislature or other government agencies.*

- *Physical education faculty are encouraged to work with allied units (such as schools or departments of education, psychology, health education, etc.) where their faculty members' "expertise" can be useful in designing and implementing subject matter area competency assessment tools.*

- *Additional resources for the design and implementation of assessment programs may include: measurement experts (on or off campus), external evaluators, community college faculty, public school personnel, credential candidates, and newly credentialed teachers who may reflect upon their own subject matter preparation.*

B. Features

The following are features of physical education competence assessment that campuses should consider incorporating into their assessment models:

- *Multiple measures are essential. Because of the complex nature of physical education, a single test, performance, observation, or interview can not provide a reliable or valid basis for the determination of subject matter competence.*
- *Both direct performance appraisals and indirect measures, such as paper and pencil tests, are appropriate.*
- *Qualitative as well as quantitative methods of evaluation should be used. Qualitative appraisals should be based on systematic application of explicit criteria. All qualitative judgments based on direct observations or interviews should involve at least two independent ratings. Care should be exercised in statistical treatment and interpretation of these qualitative judgments.*
- *Competence-based evaluations should be criterion-referenced. Criterion-based assessment does not involve predetermined or expected pass rates. The goal is to certify an adequate level of subject matter preparation in terms of specific criteria, rather than to rank individuals or to determine their place in a distribution.*
- *All assessment procedures should be valid and reliable.*
- *Assessment practices should be sufficiently flexible to meet the special needs of a diverse population and special effort should be made to avoid practices which may bias results due to the gender, class, race, or disabling conditions of those being assessed.*

C. Scheduling

Scheduling of subject matter assessment is an important consideration, since the assessment serves both formative and summative functions. Because of the need to make summative judgments, assessment may be conducted primarily in the period immediately prior to student teaching. However, formative assessment will prove more effective and useful in guiding student development if it is undertaken early in the student's undergraduate program. Physical education faculty should participate in the summative assessment which results in a recommendation for or against entrance into student teaching.

The following are guidelines that may be helpful in scheduling subject matter assessment in physical education:

- *Formative evaluation provides information regarding areas of relative strength in the candidate's subject matter preparation. It may also help the student re-evaluate the appropriateness of his or her decision regarding the academic major and/or career choice;*

- *Diagnostic evaluation, including but not limited to transcript review, should determine whether a candidate needs to complete additional course work in the academic field;*

- *Formative and diagnostic assessment should be followed by student advisement which includes clear and reasonable alternatives for rectifying deficiencies and satisfying subject area competency requirements;*

- *Summative evaluation provides the basis for the final decision which determines whether a student is prepared adequately in the subject matter competence areas. Eligibility for entrance into the professional preparation program or into student teaching is based on the outcome of that evaluation process;*

- *Criteria for summative evaluation should be clearly stated and communicated to students. Procedures should be established for students who may wish to appeal decisions.*

D. Fairness to Students

To maintain equality for all students the following areas should be part of the concern when evaluating the prospective teacher:

- *In many instances there are a number of ways to assess a particular competence or set of competencies. In those cases a department may wish to consider that more valid results may be attained by using more than one method;*

- *The overall assessment process is used to determine a candidate's readiness for entering teacher credential programs or student teaching. Evaluators should review candidates' overall profiles in making final decisions rather than basing their decisions on singular areas of excellence or deficiency. (We recognize that threshold performance on certain examinations -- CBEST, for instance -- is mandated by the State of California);*

- *No matter which model is used, an appeals process should be available and students should be made aware of it. Appeals panels should not include individuals who have made the decision being appealed.*

AREAS OF COMPETENCE

The Workgroup on Assessment of Subject Matter Competence of Prospective Physical Education Teachers reviewed and discussed documents that focus on desirable competencies for future teachers of any subject and specific competencies desirable for future physical education teachers. Previously prepared CSU resource guides on the subject matter assessment of prospective English, art, music, and elementary school teachers were also studied. Two documents in physical education that had particular relevance to this project were: (a) *NCATE/ NASPE Physical Education Guidelines* and (b) *Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools*.

Based on the preceding reports and group discussion, the workgroup identified two competency areas and developed examples for each. These examples were developed for the purpose of stimulating discussion and serving as a resource to campuses working on their assessment process. They may be useful as a basis for assessing the subject matter knowledge, understandings, skills, and attitudes of prospective physical education teachers.

The competencies are organized into two broad categories: (a) generic competencies which are fundamental to all disciplines and (b) physical education competencies which are specific to the subject matter. The workgroup recognizes the difficulty in quantitatively measuring some of the competencies identified. Many, however, may be assessed through methods described later in this document.

The workgroup emphasizes that the competencies that follow are samples developed for the purpose of stimulating discussion and serving as a resource for campuses to use in developing their own assessment processes. Although this organizational scheme was utilized by the workgroup, campuses might choose quite different structures based on their faculty members' judgments and preferences.

However, the workgroup believes that to assess subject matter competence in physical education programs, it is essential to identify those "general competencies" that underlie many disciplines and are germane to all parts of the program. The decision to begin this assessment guide by identifying general abilities reflects the view that physical education teachers must acquire fundamental competencies themselves before they will be able to educate young people in physical education.

I. Generic Competencies

Competent physical education teachers will be liberally educated, conversant with a broad range of ideas, sensitive to human diversity in all its forms, and prepared to use these knowledges to enhance teaching and learning. They must possess generic competencies which can be applied to the physical education setting to help students learn the general concepts which they must know as well as to learn how the specific subject matter may be useful. The following understandings, skills, and values are deemed to be important.

A. Understandings

It is expected that candidates will demonstrate understanding that:

1. knowledge is not the mere accumulation of facts, rather, its coherence depends upon its organization in such structures as theories, metaphors, and paradigms;

2. phenomena can be understood in different ways through the concepts and methods of different disciplines, thereby being open to redefinition as it is approached through successive perspectives;

3. knowledge is meaningful only in contexts, of which the human context in its many varieties (e.g., nationality, culture, race, gender) is one of the most important;

4. knowledge is historical and cumulative, having developed gradually across time in ways which are specific to each discipline and is potentially time-limited, subject to revision and replacement as new knowledge supersedes old concepts;

5. integration of knowledge should be derived from theory and can bring together separate areas of knowledge, enlightening each;

6. effective application of theory is different from understanding theory and is therefore subject to different forms of evaluation.

B. Skills

1. Communication Skills

It is expected that the candidates will:

a. use clear and intelligent reasoning and language in both oral and written expression;

b. adapt communication content and style for a variety of purposes such as interpretive, analytical, persuasive, and quantitative;

c. use appropriate language and vocabulary in a given context and for a given audience;

d. express ideas in a variety of forms such as written, oral, symbolic, visual, mathematical, and non-verbal.

2. Thinking Skills

It is expected that candidates will demonstrate:

a. knowledge, comprehension, application, analysis, synthesis, and evaluation;

b. the ability to generate a variety of ideas;

c. lateral, linear, divergent, convergent, relational and discrete thinking;

d. recognition of biases and flaws in reasoning and how to formulate and justify a given position;

e. recognition of the social, cultural, value-laden context of information; events and ideas; and ability to test these against other differing contexts.

C. Values and Attitudes

It is expected that candidates will demonstrate:

1. intrinsic beliefs in justice, the morality of human dignity and rights, and individual integrity;

2. excitement about inquiry and a commitment to pursuing "broader truths";

3. belief in learning as a lifelong process;

4. acceptance of responsibilities of citizenship in a democratic society and a world of differing views;

5. active appreciation of diversity and the search for connections across differences.

6. recognition of commonly held and diverse goals and concerns of all persons within a culturally diverse population, as a basis for positive personal interaction within and across cultural groups.

II. Physical Education Competencies

It is expected that prospective physical education teachers will have a broad understanding of the values of physical education and the development of productive, knowledgeable, and physically active individuals. Prospective physical education candidates will understand the relationship between physical education and other disciplines, and between physical education and the quality of life.

It is expected that candidates will demonstrate understanding of:

A. organic, skeletal, and neuromuscular structure of the human body;

B. similarities and differences common among individuals as they progress through the lifelong developmental process;

C. developmental motor patterns associated with human movement;

D. mechanical principles essential for effective analysis and correction of movement and specific sport skills;

E. human system adaptations to vigorous exercise, including the training of those systems and their contributions to motor performance, physical fitness and wellness;

F. exercise, nutrition, and rest to the development and maintenance of a healthy, physically fit lifestyle;

G. historical and philosophical roots of physical activity and physical education;

H. cultural, gender, ethnic, economic, and environmental influences on the activity choices made by children and adults;

I. sociological, psychological, and philosophical factors which impact skill development;

J. physical education's potential contribution to the development of self-image, self-actualization, individual excellence, and acquisition of social interaction skills;

K. physical activity's potential contribution to the management of stress;

L. strategies designed to enhance individuals' motor learning and motor control;

M. meaningful movement experiences for individuals and groups, including those with special needs;

N. prevention and care of injuries which may occur in a movement environment;

O. legal concepts as they relate to specific movement situations and environments;

P. interpersonal relationships and responsibilities in the work or learning environment;

Q. personal competency enhancement through critically evaluating,carefully considering, and reacting to new materials and continuing one's professional development;

R. efficient performance of both variations in movement(s) and skill(s)which are inherent to the demonstration of and participation in dance, games, sports, gymnastics, aquatic, and leisure activities;

S. a level of fitness appropriate to development and maintenance of an active professional lifestyle;

T. an active lifestyle by participating at various levels of skill in a variety of movement activities and situations;

U. ability to develop a reflective, personal philosophy of physical education consistent with scientific principles, ethics, and humane values associated with a democratic society;

V. appreciation of the values derived from a contributing association with appropriate professional organizations, including active participation in clinics, workshops, conferences and conventions held by those groups;

W. recognition of cultural, gender, class, race, and/or ability, status, bias, and prejudice in teaching materials, assessment instruments, school practices and school organization;

X. ability to create inclusive, equitable, and individualized physical education environments;

Y. ability to use computers and other technologies as effective means for learning in the discipline of physical education;

Z. awareness of California state documents relevant to physical education.

SOURCES OF ASSESSMENT INFORMATION

Information from many sources may be used to assess the subject matter competence of future physical education teachers. The particular assessment procedures will vary from campus to campus, depending upon the overall design of the assessment process and the range of competencies to be evaluated. Assessment design will inevitably be influenced by the proportion between waiver (subject matter) program and non-waiver (non-subject matter program) candidates to be evaluated, the validity and efficiency of existing assessment procedures, available staff resources and other internal and external influences, responsibilities and constraints. However, regardless of the particular configuration of assessment procedures adopted by any given campus, the following guidelines should be considered.

I. General Guidelines

A. Assessment Criteria and Evaluation Procedures

Assessment criteria and summative evaluation procedures should be equitably applied to subject matter and non-subject matter program teacher candidates. Subject matter program candidates may participate in more extensive formative or diagnostic assessment, but summative criteria leading to approval or disapproval for entry into student teaching must be comparable for both groups.

B. Formative and Diagnostic Assessment Recommendations

When formative or diagnostic assessment indicates that remedial work is needed, deficiencies should be clearly identified and a specific schedule for reassessment of these competencies should be established.

C. Assessment Procedure Evaluation

Assessment procedures should be systematically re-evaluated on a continuing basis and in the beginning the re-evaluations should be frequent. Responsibility for monitoring the assessment program should be specifically assigned and conscientiously performed. As conditions change, this monitoring process will undoubtedly lead to adjustments and improvements in the assessment program. Therefore, evaluating the assessment system is crucial to its success.

D. Assessment Procedures for Evaluators

The assessment process should provide for multiple evaluators, as well as for an array of procedures and sources of information. Variation among evaluators' judgments may indicate that criteria are unclear and need redefinition, or that the evaluators themselves need training to improve the accuracy and reliability of their judgments, or both. Even if significant discrepancies do not appear, evaluators should check a sample of assessments to be sure that a consistent standard of evaluation is maintained.

E. Assessment Validation Process

To validate the assessment process, a sample of relevant information should be gathered from suitable sources on newly credentialed candidates and their continued subject matter competency. Results from this long range validation will help assure that campus assessment procedures are sufficiently sensitive and properly calibrated.

II. Methods of Assessment Information Gathering

A comprehensive assessment program will utilize many sources of information. Included among these sources are learning experiences, interviews, portfolios, skill performances, health-related fitness assessments, tests, capstone courses, and other documentations and activities.

A. Course Work

Traditional education and learning experiences within existing classes are an important source of assessment information. It is important that specific competencies be defined and criteria clearly stated in making assessments based on learning experiences. It is also important to determine that instruction in the course actually covers the competency to be assessed. These assessment procedures may be separate from and more specific than those used to determine the overall course grade. The assessment should be multidimensional, and should require the candidate to use integrated levels of interpretation and analyses. Suggested assessment experiences include:

1. demonstration of skill performance;
2. participation in and leadership of group activities;
3. oral and written communication;
4. completion of written and/or oral assignments and tests which focus, at least in part, on selected physical education topics or competency areas;
5. completion of an individual assignment such as a senior project.

B. Interviews

Interviews may provide comprehensive competency verification for the physical education candidate. Interviews also provide an opportunity for discussion and evaluation of student portfolios. The purpose and scope of the interview will depend upon assessment goals, characteristics, resources, and the extent of information available from other sources. The interview may provide summative assessment and/or selective reassessment or may be primarily formative and diagnostic. In an interview, a panel of evaluators may be drawn from faculty, advisors, current credential candidates, school physical education specialists, external evaluators, and co-operating teachers. The panel should probe student responses and should render independent ratings for each area assessed. (The interview process used at CSU Sacramento is presented in Appendix A)

1. Interview questions should be carefully structured to address specific competencies. Interviewers may use predetermined written questions to ensure uniformity in the interview process. Members of the interview panel may prepare in advance by examining portfolios and/or reviewing transcripts, biographical statements, and/or other documentation.
2. Candidates may be informed of possible interview topics well in advance. Should this occur all students to be interviewed should be provided with the same information and the same lead time. Interview topics may be described in general terms or candidates may actually receive copies of the interview questions.

3. Interviews may focus on a variety of topics. Possible topics in addition to those focusing on specific subject matter content could include:

   a. description of one's philosophy of physical education;
   b. description of how the individual's professional development has significantly been influenced or guided by some person(s) and/or experience(s)
   c. reasons for wanting to become a physical education teacher;
   d. discussion of how physical education can contribute to one's life.

4. Interviews may be recorded and reviewed independently by evaluators. Such recordings must be confidential and must be made available to the student .

C. Portfolios

A portfolio is a collection of materials assembled by a student for the purpose of illustrating competence. It is one means to assess those performance competencies which cannot be adequately measured by objective tests.

The portfolio may be especially useful for assessing subject matter competence of candidates who are not well known to faculty evaluators. It is also a means for adding dimension and depth to assessment. Portfolios, as information-gathering devices, have the advantage of fully engaging students in making decisions about how their own competence might best be illustrated to others.

Faculty who plan the portfolio assessment instrument should be specific about both the competencies to be assessed by the materials included in the portfolio and the standards to be utilized in making judgments about that material. Each portfolio should be assessed by more than one trained evaluator. Students must be thoroughly and specifically informed about the documents, reports, work samples and/or other items to be included in the portfolio. They should have a clear idea of the purpose of each of the items.

Portfolio requirements should allow some means by which each candidate can tailor the contents to reflect areas of particular interest as well as those more generic competencies required for all physical educators. It is strongly recommended that there be substantial latitude for expression of individual differences in strengths, interests, and philosophies among candidates and that these differences be validated as adding to the richness of the physical education teaching profession.

The process of developing this assessment tool should include a means to evaluate the tool itself. Ideally, these should include commentary from the candidates themselves regarding the portfolio development and assessment process.

Portfolios may contain a wide variety of materials. Among the possibilities:

1. the candidate's written statement of her/his philosophy of physical education teaching in the public schools;

2. candidate-selected examples of her/his written, graded course assignments, including faculty comments. These might include, for example, skills analysis assignments, lesson and/or unit plans, problem solving approaches in measurement and evaluation in physical education, term papers, position statements, or "theory into practice" application papers in virtually any of the knowledge areas within physical education. Emphasis should be placed upon application of information to the instructional setting.

3. video recordings of the candidate's own performance in various movement situations to illustrate personal skill competence;

4. video recordings of the candidate instructing a learner or class in a teaching or coaching situation;

5. candidate's performance results on skills and fitness tests;

6. letters of reference related to (and/or verification of) paid or volunteer teaching or coaching experiences;

7. observation logs, reports from field experiences, or personal journals;

8. documentation of participation in sport and/or dance performance;

9. written critique of current literature related to teaching or coaching practices;

10. documentation of professional involvement.

D. Tests

Physical education is a complex integration of a variety of learning experiences and requires assessment through various techniques. Testing in physical education may include norm-referenced and/or criterion-referenced tests, essays, and performance evaluations.

When assessing physical education competencies, standard principles of testing should be incorporated:

* any assessment instrument used should be subjected to careful scrutiny to assure that its content is appropriate to the competency being assessed;

* department tests of any kind should be carefully constructed and validated prior to use;

* performance examinations, such as demonstrations, discussions and/or group leadership demonstrations should also be assessed in terms of faculty approved criteria and standards;

* state and national standardized testing programs may be useful for supplemental subject matter assessment in physical education.

1. Knowledge

Competence in understandings and knowledge associated with cognitive aspects of course content may be tested through the use of traditional written and/or oral examinations. (The reader should refer to the section titled "Physical Education Competencies." p. 9)

2. Skill Performance Assessment

A critical factor in teaching physical education is performance competence in the skills intrinsic to movement activities. Therefore, assessment plans should include appropriate skill competencies common to physical education programs in California schools. The credential candidate should demonstrate adequate skill in aquatics, dance, gymnastics, team, and individual sport

activities. Non-traditional activities such as outdoor education, cooperative games, martial arts, and various movement forms derived from the cultural heritages of California's diverse population should be included as competencies in the assessment process. (The skill competency approach used at CSU Chico is presented in Appendix B)

a. Skills testing protocols for each activity should be established in order to identify individuals with deficiencies, and each campus should provide appropriate classes in which required skills can be developed.

b. A student handbook might be developed which identifies skill performance requirements. Associated information expectancies, such as terminology, rules, strategies, and safety factors could be included as well as sources of instruction (e.g. classes, tutors, master lessons) through which competence could be developed.

3. Health Related Fitness Assessment

Teachers should model personal characteristics which reflect a healthy and fit lifestyle. Thus, assessment programs should determine the fitness level of potential physical education teachers. Suggested areas of assessment include:

a. Body composition;

b. Cardiovascular efficiency;

c. Muscular strength and endurance;

d. Flexibility.

Competency in the area of health related fitness should include understanding appropriate testing procedures and interpretation of results. While campuses may use different fitness related tests, each student should be knowledgeable and skilled in the assessment of the components in the state mandated physical fitness test.

E. Capstone Courses

A capstone course can serve as a culminating and integrating experience for the undergraduate student. The purpose of this class could be twofold: (a) to assess the subject matter competency of the student and (b) to reinforce concepts of evaluation and assessment. A capstone course in physical education might include activities specifically designed to generate a wide range of assessment information.

1. The assessment emphasis should be on verification of competence rather than diagnosis of deficiencies. However, opportunity may be provided for the reassessment of previously identified deficiencies .

2. Assessment activities should cover the entire range of subject matter competencies. Although most students are unlikely to require assessment for every competency, some students may need more assessment than others.

3. Assessment techniques used could include abbreviated variants of those embodied in regular courses, and other assessment approaches described elsewhere in this report.

4. Evaluation procedures could be analyzed and discussed in the capstone course and new approaches tested. These activities would communicate to students that continuing re-evaluation is an important tenet of the teaching profession.

5. This course could carry credit, might be team taught, and would most appropriately come at the end of the student's subject matter course sequence.

F. Additional Assessment Information Sources

Other important sources of assessment information follow. However, assessment should not rely exclusively on these sources.

1. Academic Transcripts

Since a student's academic transcript represents the collective judgment of faculty in various disciplines, a review of the transcript may yield useful assessment information. Important considerations in review of transcripts are the breadth of course work taken, apparent gaps in the course work, level of achievement, and recency of study. The completion of a course should not in itself deem the student competent, nor should the absence of a specific course render the student incompetent. However, the transcript information may indicate the likelihood of competence. Information from transcript review should be used in conjunction with other assessment information. In a few instances, it may be possible to directly match some subject area competencies with the content of a particular course.

2. Letters of Recommendation/Performance Ratings

Letters of recommendation and other performance ratings from faculty, supervisors, and/or others familiar with the student's work or academic performance may contribute assessment information. A standardized form may be developed for this purpose to focus on specific subject matter competencies. Another approach might involve circulating a list of students together with a request for faculty comments or ratings of students' competencies.

Models for Competency Assessment

Three assessment models are provided as a resource for all campuses as they develop, revise and implement their own assessment process. These models represent different approaches to measuring and assessing competencies recommended for physical education subject matter. Features from each model may be incorporated or adapted by campuses or other preferred methods of assessment may be adopted.

The models have a number of features in common. Each model provides for multiple measures of competency. Each model has a formative and a summative phase, although some students subject to assessment will not have taken part in the formative phase. Finally, each model provides ways of addressing deficiencies.

In constructing an assessment model, campuses may wish to consider:

1. competencies to be assessed;
2. number of waiver and non-waiver students to be assessed;
3. methods of assessment;
4. an annual assessment schedule;
5. field results of assessment procedures;
6. available campus resources;
7. campus assessment policies.

Physical education faculty members on each campus should approach the challenging task of designing an assessment model by envisioning their ideal assessment programs and then planning ways to implement that model. The results will depend upon time and financial resources as well as on field test experience and other assessment evaluation information.

Model #1

ASSESSMENT OF SUBJECT MATTER COMPETENCE: PHYSICAL EDUCATION

TIME LINES	ASSESSMENT STRATEGIES	PURPOSE Assess PE competencies as noted in this manual	STEPS TO REMEDY DEFICIENCIES	COMMENTS
Lower Division students	Course work, grades, and GPA	**Formative** 1. Competencies completed. 2. Deficiencies to be completed.	**Individualized advising** for courses and/or experiences	**Preparation** for speech and writing competencies, e.g., CBEST, WPE, WEST,
Juniors, Transfers, and Reentry students	**Entry Interview**	**Formative** 1. Competencies completed. 2. Deficiencies to be completed.	**Individualized advising** for courses and/or experiences	**Preparation** for speech and writing competencies, e.g., CBEST, WPE, WEST,
Time here will vary according to individual student needs	**In course and challenge examinations,** papers, reports, demonstrations, projects	**Formative** 1. Competencies completed. 2. Deficiencies to be completed.	Adapt plan as noted above	Take speech and writing tests, e.g., CBEST
Seniors, final year, and/or **Candidates** for the credential program for students	**Capstone** course to include a **portfolio** **Exit Interview**	**Formative** 1. Competencies completed to date. 2. Deficiencies to be completed. **Summative**	Retake courses, directed study, and/or learning experiences needed to meet competencies. Competencies completed.	
Post Baccalaureate students from other colleges and/or disciplines	**Entry** and/or **Exit Interview and Portfolio**	**Formative** and/or **Summative**	Retake courses, directed study, and/or learning experiences needed to meet competencies	

Contents of CAPSTONE Course

a. Overview of evaluation, grading, and assessment procedures in retrospect, to facilitate understanding of their own evaluation, and as a learning process for the procedures themselves.
b. Multi-disciplinary analysis of performance from video and/or lab.
   i. students' skill
   ii. sample K-12 students
c. Self assessment of competencies
d. Completion of competencies
e. Portfolio

Contents of PORTFOLIO

a. Transcript
b. Results from CBEST test.
c. Letters of recommendation
d. Overview and evaluation of Early Field experiences.
e. Checklist, and sample evidence of competencies.
f. Professional development outside of course work.
g. Professional membership and/or involvement.
h. Personal goals
i. Philosophy statement regarding physical education.

Model #2

ASSESSMENT FOR SUBJECT MATTER COMPETENCE

COMPETENCY AREAS	RESOURCES	ASSESSMENT INSTRUMENT	REMEDIATION
Basic skills (reading, writing, speaking, math)	University Testing Center California Dept. of Education	WEST, WPE, ELM, Writing competency CBEST	Remedial Courses Tutoring Retake tests
Health related fitness	Established, validated fitness tests	Resources tests or valid, locally developed test items	Individualized advising for fitness profile improvement
Knowledge	1. *Handbook for Physical Education* 2. *Model Curriculum Guidelines* 3. AAHPERD *Basic Stuff Series* 4. Physical Education Competencies as used in this document (p 9)	Written Exams Courses Comprehensive Oral Interview Formally submitted writing Portfolio Capstone	Individualized advising Self or directed study Repeat courses
Motor Skills	Activity classes Professional activity classes Self study	Skills testing Video tape Competitive performance	Prerequisite class Self or directed study Clinics Repeat course
Personal Qualities a. Scholastic aptitude b. Interpersonal skills c. Leadership skills d. Organizational abilities	Advisor-Department Faculty	Transcripts Faculty evaluations Interview Capstone course	Individual advising
Professionalism	Membership in professional organizations Conference attendance Volunteer opportunities	Interview Membership Supervisor evaluation Participation journals	Individualized advising Volunteer or assigned professional experiences

Model #3

GRID MODEL

The following model employs a checklist which will aid in determining how the selected assessment procedure components provide opportunity for competencies to be assessed. It is recommended that each competency be addressed in more than one component of the assessment. Remediation should be available for each of the competencies in which the candidate is deficient.

SUGGESTED METHODS OF ASSESSMENT:

- Course Experiences
- Entry Interview
- Transcript Review
- Capstone Course/Experience
- Portfolio
- Grade Point Average
- Exit Interview
- Testing
- Preprofessional Field Experience

PHYSICAL EDUCATION COMPETENCIES	Course Experiences	Grade Pt. Average	Exit Interview	Capstone Course/Exp	Field Exp.	comments
It is expected that students will demonstrate understanding of and/or appreciation for:						
A. the organic, skeletal, and neuromuscular structure of the human body	X	X	X	X	-	
B. the similarities and differences common among individuals as they progress through the lifelong developmental process	X		X		X	
C. the developmental motor patterns associated with human movement	X	X	X		X	
D. mechanical principles essential for effective analysis and correction of movements and sports skills	X	X	X			
E. the human system adaptations to vigorous exercise, including the training and contributions of those systems to motor performance, physical fitness and wellness	X	X	X	X		
F. the contributions of exercise, nutrition and rest to the development and maintenance of a healthy lifestyle	X	X	X	X		
G. the historical and philosophical roots of physical activity and physical education	X		X	X		
H. cultural, gender, ethnic, and environmental influences on activity choices of all ages	X		X	X	X	
I. the sociological, psychological and philosophical factors which impact skill development	X		X	X	X	
J. physical education's potential contribution to the development of self-image, self-actualization, individual excellence and acquisition of social interaction skills	X		X	X	X	
K. physical activity's potential contribution to the management of stress	X		X	X		
L. strategies designed to enhance individuals' motor learning and motor control	X	X	X	X		

PHYSICAL EDUCATION COMPETENCIES

	Course Experiences	Grade Pt. Average	Exit Interview	Capstone Course/Exp	Field Exp.	comments
M. need to develop and provide meaningful movement experiences for all individuals and groups including special needs	X		X	X		
N. prevention and care of injuries which may occur in a movement environment	X				X	
O. legal concepts as they relate to specific movement situations and environments	X	X	X	X		
P. interpersonal relationships and responsibilities in a hierarchical work or learning environment			X	X	X	
Q. need to enhance personal competencies by remaining current, reacting, critically evaluating and giving careful consideration to new materials and pursuing one's professional development	X	X	X	X	X	
R. efficient performance of body variations in movement(s) and skill(s) which are inherent to demonstration of and participation in dance, games, sports, gymnastics, aquatic and leisure activities.	X	X				
S. a level of fitness appropriate to the development and maintenance of an active professional lifestyle	X		X			
T. an active lifestyle by participant at various levels of skill in a variety of movement activities and situations			X		X	
U. need to develop a reflective, personal philosophy of physical education consistent with scientific principles, ethics, and human values associated with a democratic society	X		X		X	
V. values derived from a contributing association with appropriate professional organizations, including active participation in clinics, workshops, and conferences held by those groups	X		X	X		
W. recognition of cultural bias and prejudice in teaching materials, assessment instruments, school practices, and school orgs.	X		X	X	X	
X. ability to create inclusive and equitable physical education environments	X		X	X	X	
Y. ability to use computers and other technologies as effective means for learning in the discipline of physical education	X		X	X		
Z. awareness of California state documents relevant to physical education	X		X	X		

GENERIC COMPETENCIES

A. Understandings **It is expected that students will demonstrate understanding that:** 1. knowledge is not the mere accumulation of facts, but rather its coherence depends upon its organization in such structures as theories, metaphors, and paradigms	X	X	X	X		
2. any phenomenon can be understood in different ways through the concepts and methods of different disciplines, thereby being open to redefinition as it is approached through successive perspectives	X		X	X		
3. application of knowledge should be derived from theory, and can bring together separate areas of knowledge enlightening each	X		X	X		
4. application of knowledge is at the same time different from theory and subject to different forms of evaluation	X		X	X		

GENERIC COMPETENCIES

	Course Experiences	Grade Pt. Average	Exit Interview	Capstone Course/Exp	Field Exp.	comments
5. knowledge is meaningful only in contexts, of which the human context in its many varieties (e.g., nationality, culture, race gender) is one of the most important			X	X	X	
6. knowledge is historical and cumulative, having developed gradually across time in ways which are specific to each discipline and is potentially time-limited, subject to revision and replacement as new knowledge supersedes old concepts	X			X	X	
B. Communication Skills **It is expected that the students will:** 1. use clear and intelligent language and reasoning in both oral and written expression	X	X	X	X		
2. adapt communication content and style for a variety of purposes such as interpretive, analytical, persuasive, and quantitative	X		X	X	X	
3. use appropriate language and vocabulary in a given context and for a given audience	X		X	X	X	
4. express ideas in a variety of forms such as written, oral, symbolic, visual, mathematical, non-verbal	X	X	X	X	X	
C. Thinking Skills **It is expected that students will demonstrate:** 1. knowledge, comprehension, application, analysis, synthesis, and evaluation	X	X	X	X		
2. the ability to generate a variety of ideas	X		X	X		
3. lateral, divergent, and relational thinking, in addition to linear, convergent, and discrete thinking	X		X	X		
4. recognition of biases and flaws in reasoning and how to formulate and justify given position			X	X		
5. recognition of the social, cultural, value-laden context of information, events and ideas and ability to test these against other differing contexts.	X		X	X		
D. Values and Attitudes **It is expected that the students will demonstrate:** 1. intrinsic beliefs in justice, the morality of human dignity and rights, and individual integrity			X	X	X	
2. belief in learning as lifelong process	X		X	X		
3. excitement about inquiry and a commitment to pursuing "broader truths"			X	X		
4. acceptance of responsibilities of citizenship in a democratic society and a world of differing views			X	X		
5. active appreciation of diversity and the search for connections across differences			X	X	X	
6. recognition of commonly held and diverse goals and concerns of all persons within a culturally diverse population, as a basis for positive personal interaction within and across cultural groups			X	X	X	

Recommendations Related to Resource and Administrative Issues

The Workgroup on the Assessment of Subject Matter for Prospective Physical Education Teachers strongly recommends that the Office of the Chancellor seek state support for development and implementation of campus-based assessment of the subject matter competence of prospective physical education teachers.

The workgroup recognizes that, at this time, state funding does not specifically support the development or implementation of subject matter competence assessment by academic departments. As campuses devote more time to developing and implementing assessment processes, questions relating to resources and administration are likely to become an integral part of their considerations. The following recommendations pertain to the costs of both development and implementation of assessment procedures.

I. Development

A. Lottery funds may be an excellent source of support for one-time projects to develop and pilot assessment programs. (Lottery funds are inappropriate for long-term implementation support.) Lottery funds allocated to the campuses as discretionary funds could be sought for this purpose. Existing lottery funds set aside for Instructional Program Improvement/Enhancement could also be a resource.

B. Assigned time could support development of the assessment process. (e.g., a faculty member could be assigned three WTU's for a semester to coordinate the development effort and to lead a development committee)

C. Faculty could serve as members on a development committee as part of their regular committee assignments or could be allocated assigned time by the university.

II. Possible Sources of Program Support

A. Courses could be created for the purpose of integrative experiences and assessment. Depending upon the depth and breadth of procedures, this course could be taught as supervision, activity, or activity laboratory.

B. Specifically designed assessment activities could be integrated with one or more required waiver program courses to reduce costs to the campuses. These activities (or common assessment assignments) could be conducted in several courses each year so that a student in the waiver program could be assessed over a period of time by several faculty members teaching waiver program courses.

C. Candidates could undergo assessment through a specifically designed course offered by extended or continuing education, e.g., a summer session course for students planning to enter student teaching or the credential program in the fall term. Since an extension course cannot now be required of any student, some change in regulations would be needed.

D. Candidates could be required to pay an assessment fee. (CSU and local campus regulations may apply.)

III. Implementation

A. Assigned time and committee work could be devoted to assessment implementation (e.g., a campus department might provide three WTU's for the coordinator of a standing teacher assessment committee). Members would serve on the committee as a part of their regular committee assignments

B. A minimum of two assessors should participate in assessment activities. Assigned time or fees generated through the assessment program could provide funding support.

C. Assessment processes could rely in part on professionals who possess the appropriate expertise, such as exemplary public school teachers, school district curriculum specialists, and professional association members, who might be willing to serve at no cost to the campus or with minimal stipends which could be supported by assessment fees.

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APPENDIX A

California State University, Sacramento uses an interview of their prospective teachers as a part of their Subject Matter Competency Assessment.

A predetermined set of questions is asked of all applicants by members of the Phase Committee in Physical Education. Questions are chosen from the following categories:

A. Breadth and depth of knowledge and an awareness of complexities of the profession;
   1. values
   2. management and teaching
   3. professional awareness
   4. physical fitness

B. Critical thinking in defense of a position

C. Creativity and flexibility on problem solving

The length of each interview is 30 minutes. The same questions are asked of all candidates on a given day. If two or more days are required for interviews, a new set of questions (again, one from each category) is utilized to protect the integrity of the interview process. At the completion of the interview, the applicant is given an opportunity to ask for information or clarification concerning the Credential Program in its entirety.

Following each interview, committee members rate each applicant according to the "Interview Rating Form." The score is based on spontaneity, self-confidence, language proficiency, seriousness of purpose, judgment, interpersonal skills, depth of knowledge, critical thinking, creativity, and flexibility. A conference is then held to determine consistency. Vast discrepancies are reviewed and discussed by the committee and adjustments may be made. Applicants' interview averages are converted to points and recorded on the "Admissions Screening Basic Credential Program" form.

APPENDIX B

At California State University, Chico, the physical education credential students are required to take six three-unit courses in a minimum three-semester sequence. Each course includes application of skill and knowledge, analysis of selected movement activities, integration of theoretical principles, content organization, and instructional strategies appropriate to the specific activity or sport component. In order to enroll in the Professional Activity series, students must have a sound base of experience and knowledge in a wide variety of activities. The level of competence required is defined as equivalent to knowledge and skill received from a good secondary program.

Competence tests in both performance and content knowledge, are administered for combatives, gymnastics, weight training, golf, football, softball, badminton, tennis, volleyball, basketball, field hockey, and soccer are administered during the first two weeks of the first course of the sequence An aquatics competence test is administered on the first day of the aquatics class.

Rating scales are used to evaluate performance and written tests are administered to evaluate content knowledge. Students who do not pass either part of the test can either repeat the tests at the next administration or satisfy the competency by taking an activity course at the university.

Exit competencies are measured in each Professional Activity class. Performance skills must be at the advanced beginner or higher level. The cognitive evaluation includes skill progression, skill analysis, and content knowledge. The professional competency is identified as "professional attitude". A grade of "C" or better in each competency area is necessary for credential candidacy approval.

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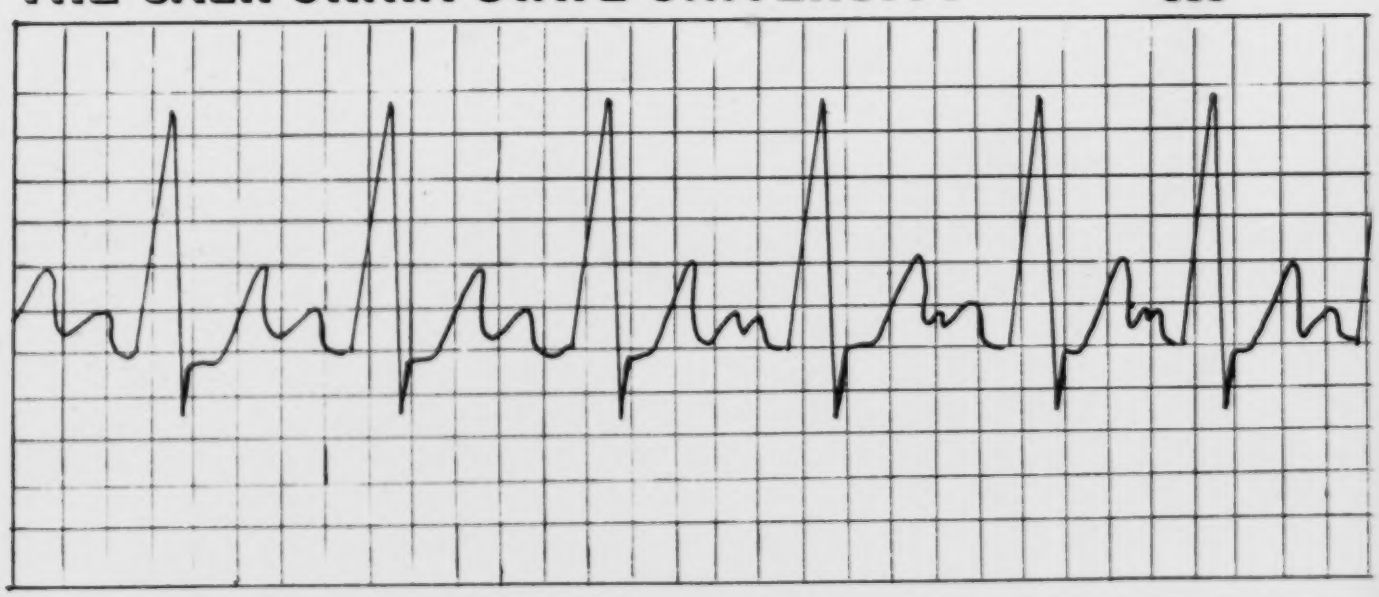

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